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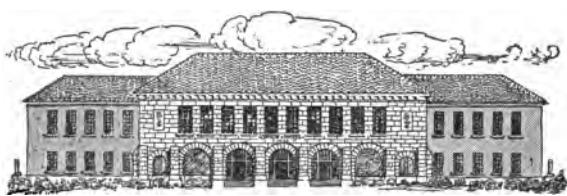


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MCOTT'S HORN ASHBAUGH SPELLING BOOK



PART ONE
GRADES I TO IV



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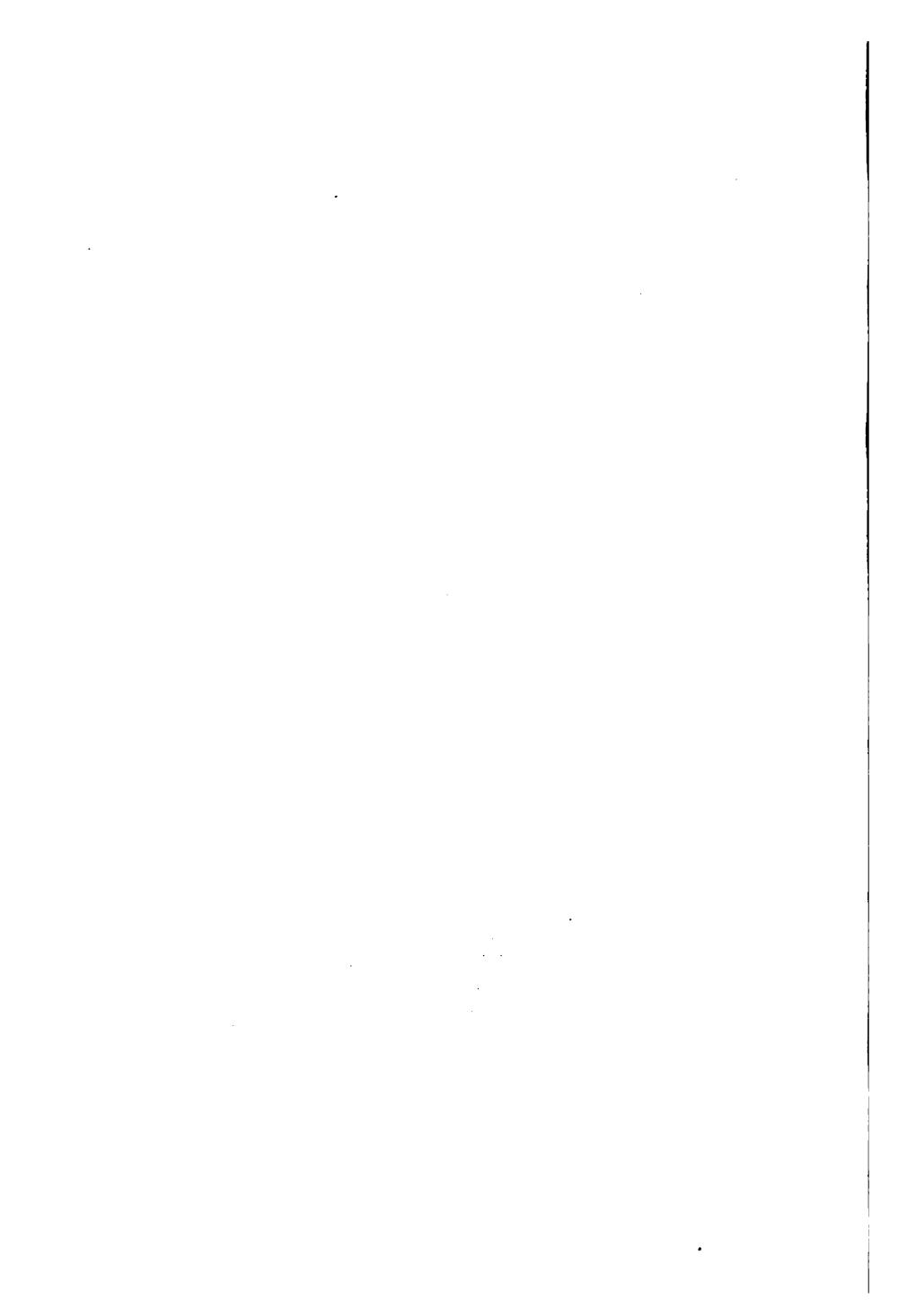
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LIPPINCOTT'S HORN-ASHBAUGH SPELLER

FOR GRADES ONE TO NINE

BY

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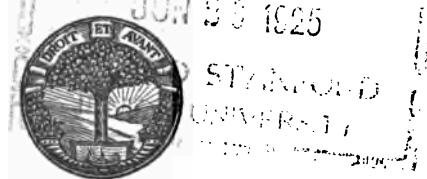
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PART ONE

GRADES I, II, III AND IV

DEPT. OF EDUCATION
EDUCATIONAL
RESEARCH

JUN 23 1925



PHILADELPHIA, LONDON, CHICAGO
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I-IX EDITION

NUMBERS OF NEW WORDS BY GRADES

	Minimum	Supplementary
Grade I	150	
" II	340	
" III.	528	80
" IV.	620	80
" V.	620	40
" VI.	640	80
" VII.	600	60
" VIII.	500	240
" IX.	340	20
Total	4,338	600

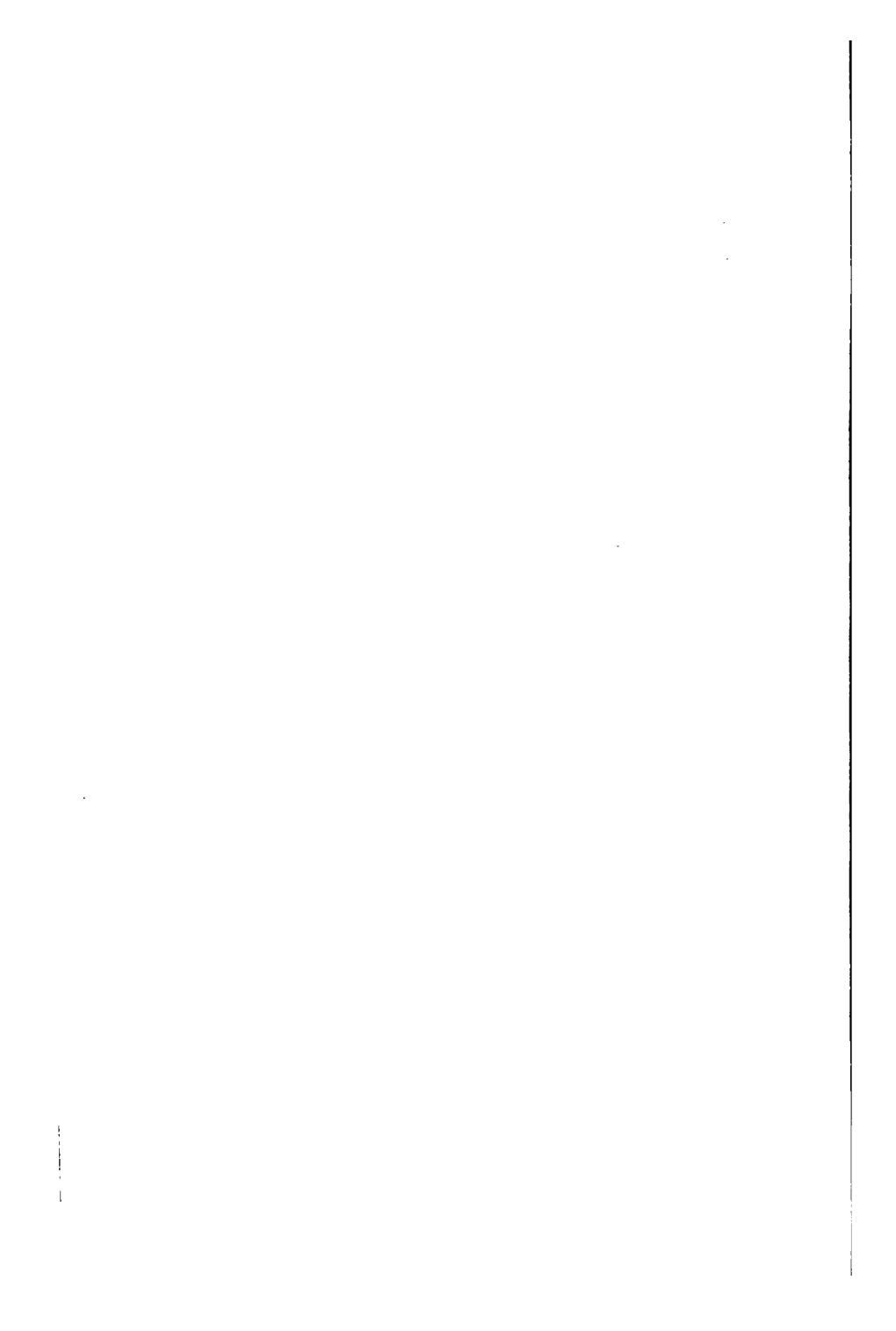
PREFACE

It is the intention of the authors to include sufficient discussion and directions to teachers so that this book may be taught with the highest possible degree of efficiency. Under general directions to teachers will be found a discussion of those points which concern all teachers regardless of grade. In addition, preceding the word list for each grade will be found supplementary directions to aid the teachers in facing the problems peculiar to that grade.

Special attention is called to the elaborate provision for making the pupil intelligent and responsible in his attack on his own spelling problems. This result is achieved by the testing plan which discovers to the pupil his deficiencies; by the standard scores which enable him to compare his accomplishment with that of other children; by the efficient method of study which is provided; and by the unusually rigorous follow-up work given in the review lessons. The authors therefore present this book to the pupils and teachers of the United States as a contribution to the solution of the problem of developing a nation of good spellers.

THE AUTHORS.

DECEMBER, 1920.



LIPPINCOTT'S HORN-ASHBAUGH SPELLER

GENERAL DIRECTIONS TO TEACHERS

How the Teaching of Spelling May be Improved.—The teaching of spelling may be improved in three ways: first, by selecting a better list of words for the pupil to study; second, by placing before the pupils of each grade the words that are most appropriate for them; and third, by introducing economical procedures in learning. The first is the problem of the course of study; the second, the problem of grading; and the third, the problem of method.

The Vocabulary.—To solve the first problem one must insure that the pupils will study all words they are likely to use in life outside the school. One must also insure that the pupils' time will not be wasted through their being required to learn words which they will never use. This problem has been solved for you by the authors of the text. The vocabulary of these lessons is taken from a compilation which Dr. Horn has made of 11 investigations of the words most commonly used in writing letters, and from a study of the words used in keeping minutes. These investigations represent the careful analysis of nearly a million running words. If you will analyze one letter, you will see what a very great amount of work these investigations have required. It seems very unlikely that any word commonly and frequently used should have been overlooked in all of these investigations.

These studies contain all of the information which is available at the present time concerning what words are likely to be used in adult writing. Accordingly, there is no word in this speller which has not been reported in one or more of these investigations. In addition, this vocabulary has been carefully

compared with all of the other types of reading and writing vocabularies.

Among these are the studies of children's themes, such as those by Jones, by the teachers of New Orleans, Kansas City, and Richmond, Virginia; the compilation of reading vocabularies by Thorndike, aggregating over 3,000,000 running words; and with Dr. Horn's compilation of studies of the spoken vocabulary of children, aggregating nearly 200,000 running words. No word has been taken from these studies which did not occur in the investigations of the vocabulary of personal and business letters. On the other hand, these studies showed quite clearly that the words found as the result of the analysis of nearly a million running words of correspondence and minutes are really basic in any writing vocabulary.

If you will examine the book, you will see that most of the lessons are numbered with arabic numerals. These lessons contain the words found to be used most frequently. You will notice, also, that beginning with grade three there are in each grade supplementary lessons, marked S-1, S-2, etc. These lessons include additional words which are somewhat less frequently used. The supplementary lessons are distributed by grades, so that pupils who finish the minimum work for any grade will have additional lessons to study for the remainder of the year. However, before undertaking these supplementary lessons, the teacher should make sure that her pupils have learned thoroughly the minimum list which contains the important words.

Plan of Review.—The provision for the complete elimination of spelling errors is particularly efficient and thoroughgoing. Not only are those words which most commonly give difficulty arranged for, but the method of testing insures that each pupil will eliminate his own peculiar errors. No pains have been spared to obtain this thoroughness without wasting the pupils' time in mere routine review.

During the week in which each lesson is taught for the first time, each pupil is tested three times on every word in the lesson.

He spends his time in concentrated attack on the words which have given him difficulty. One month later this lesson is given as a test, and the words missed by each pupil re-learned by him. At the end of the week this lesson is again given as a test.

In addition, at the beginning of each grade above the first, the words which have been previously taught, but which according to Doctor Ashbaugh's investigation still give difficulty, are thoroughly reviewed. Finally, in the seventh grade, the words which are most frequently missed by grammar grade pupils are given additional review.

It must be kept in mind that these reviews are not haphazard, nor are they a matter of guesswork. Each review list is made up on the basis of the most careful scientific study of persistent errors.

Grading.—The lessons in each grade are those which the pupils in that grade may most profitably study. The words have been graded in the following manner: On the basis of Doctor Horn's compilation of correspondence vocabularies, all of the words now contained in both minimal and supplementary lists were ranked according to the frequency of occurrence in these studies. On the basis of Doctor Ashbaugh's study of the difficulty of these words in the various grades, the words were arranged in order of ease of spelling. With these two sources of data, the lessons are arranged so that in general the easiest words and those most commonly and frequently used are placed in the lower grades. In addition, on the basis of scientific analysis of the vocabulary of first, second, and third readers, the authors determined which words occurred most often in these readers. The words included in the lessons for the first three grades are not only easy and fairly common, but are found also in popular readers of the grades in which they are placed. For example, the word "and" was found 27,248 times in the various investigations upon which the book is based; and it is misspelled by but four second grade children out of a hundred. It also occurs in every one of ten commonly used first readers. Since it is one of the very commonest words, is easy to spell, and is found in all

first readers, it is placed in the first list in the book. In a similar way every lesson in the first three grades has been a matter of computation. The lessons in grades above the third have been made in the same careful fashion, except that occurrences in readers were not taken into consideration. It is clear that the lessons increase gradually in difficulty in each successive grade, and that a pupil who is forced to leave school at the end of grade six or seven will have learned the words which he is most likely to need in writing.

Standard Scores.—By means of standard errors at the close of each lesson, the pupils and teachers may compare results with those of other grades and with those obtained in the country at large. These standards were taken from the Ashbaugh Scale and from a supplementary study conducted by Doctor Ashbaugh and Doctor Horn to determine the standards for words not included in the original scale. It must be kept in mind that these standard errors are high, being the result of the present unfavorable conditions of the teaching of spelling in the country at large. They are used merely for the purpose of comparison. The ideal to keep before your class is that they should learn their lessons so that they will not misspell a single word, but this ideal is intensified by the use of the standard errors.

How to Teach the Lesson.—Four points must be kept in mind as more important than any others:

1. The teacher must test her pupils on each lesson before they begin to study.
2. Each pupil should study only the words which he misspelled on the test.
3. He must be taught an economical method of study.
4. He must see clearly what progress he is making.

Detailed suggestions for teaching the lessons are given in the paragraphs which follow. These suggestions are based upon the investigations reviewed by Doctor Horn in the Eighteenth Yearbook of the National Society for the Study of Education. The method has been tried out thoroughly in public school classrooms, and has proved uniformly successful. Teachers are

urged to follow it as closely as possible. If, however, the teacher prefers another method of study, she may use it. The book may be used with any method.

Getting Started Right.—The first few lessons may well be spent in systematizing class procedure and teaching pupils how to study a spelling lesson. Begin by pointing out the importance of spelling. Give cases, if possible, where people have been discredited because of spelling errors in letters. Discuss with the class how the words in this book were selected, how the standard errors at the close of each lesson were secured, and how the method of study was determined. The pupils may now be introduced to the procedure which will be used in conducting the spelling class, and to the method of study.

Teaching Pupils How to Work.—Many teachers have found the following procedure very satisfactory. Have the pupils open their books at the first lesson for their grade. Explain to them that a great many men have spent much time and money in finding out the best way to learn to spell, and that the method which is to be used is based on what these men have recommended. Have the class read the directions to pupils given on pages xiv-xvi. After the directions have been read, have several pupils summarize them. When you have made sure that the class has the main points clearly in mind, the actual work of habituating the method may be begun. The first few lessons in each term should consist of practice in the method of study. This practice should be continued until you are satisfied that the pupils understand thoroughly how to go about their work. Remember that even though teachers in the preceding grades are using the method, there may be pupils in your grade who are new to the system, as well as some who have forgotten how to study. From the nature of the method, it is easy to detect any child who is not using it. Insist that the correct method be used from the outset. As soon as the pupils have learned the method of study, the regular work of learning the lessons may begin.

How the Lessons Should be Taught.—The lessons are planned to be completed in a week. A week's work, therefore,

consists of twenty new words and twenty review words except in grade one, where the week's work consists of ten new words and ten review words. The following schedule is recommended.

Monday.—The first step in teaching a lesson is an exercise in pronunciation. Have the pupils open their books at the advanced lesson. Pronounce each word, enunciating the syllables very distinctly. Each word which in your judgment is not understood by the class should be used in a sentence. All homonyms should be so used. Have the pupils pronounce each word after you in concert, enunciating the syllables very distinctly. Insist on careful pronunciation on the part of every pupil.

This exercise precedes the spelling test because of the importance of pronunciation in the method of study, and because of the probability that this initial attention to the correct form of the word is desirable. Since the pupils undoubtedly learn something as a result of this exercise, they may be expected to make somewhat better scores than those given in the book. These scores are the results of tests given without such a preliminary exercise in pronunciation.

After all the words have been pronounced, have the pupils close their texts and prepare papers for a written test. This test will include the new lesson. It may be written on any sort of paper, the words being written in columns of twenty to correspond to the arrangement of the words in the book. Pronounce each word once only. Pupils should write the words without hesitation. No alterations in the first attempt at spelling the word should be allowed.

After the words have all been dictated, have the pupils exchange papers for the purpose of correcting. Be sure that each pupil understands that he is marking his neighbor's paper, so that errors which have been made may be corrected. Instruct the class to mark a word wrong if it is misspelled, if it cannot be read, or if any change in the first attempt at spelling has been made. Be sure that each pupil understands that, until he is able to write a word correctly the first time, he has not sufficiently learned it.

The words may be corrected on the basis of the teacher's oral

GENERAL DIRECTIONS TO TEACHERS

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spelling or by the book. Each word found to be misspelled should be marked wrong by placing after it an X.

When the papers have been returned to the owners, each pupil should write the correct form of the words which he has misspelled. The words missed on the test will constitute his task for the week.

Tuesday.—On Tuesday the pupils study, each working on his own errors and using the method recommended under directions to pupils. Pupils who made no errors on the test may be excused from this study period, but not from the succeeding test. It frequently happens that a pupil will spell a word correctly on one test and misspell it on a following test.

The teacher should closely supervise the pupils' study in order to insure that proper methods of learning are used. She may also help to direct the work of those who, having made no errors on the preceding test, have been allowed to undertake some other task. The class should not be tested on this day.

Wednesday.—Test on the new and on the review lesson. This review lesson should consist of a lesson taught one month before. Since the first four lessons in each grade are made up of words taught in the preceding grade, these may well be used for the first month as review lessons. The words may be corrected and the errors recorded as on Monday. Compare the number of errors made on this test with those made on the preceding test. This comparison will show the pupil what progress he has made. The remainder of the period may be spent in studying the words missed on this test.

Thursday.—Study as on Tuesday.

Friday.—Test on the new and on the review lesson, correct the papers as on Monday, and spend the rest of the period studying the errors made on this final test. Compare the number of errors made on this test with the number made on the first and second tests. The comparison gives the child a measure of accomplishment for the week. The teacher should check this day's papers in order to have an accurate record of the status

of the pupils at the close of the week's work. Many teachers have found it helpful to keep a chart of progress on the blackboard.

Individual Instruction.—It is clear from the preceding directions that the method of learning and the class administration are intended to insure that each pupil will learn those words which give him difficulty, and that he will, at the same time, progress at his own rate. With the possible exception of the fact that only the commonly used words are taught, this is the most important provision in the book.

The Spelling Notebook.—Each pupil should keep in a notebook the corrected forms of all words misspelled by him in spelling tests or in other school subjects. These are his individual demons. The teacher should supervise this record with care. Proper study of this material will awaken a "spelling conscience" and will establish an efficient link between spelling as a separate study and spelling as related to his other studies.

The Problem of Interest.—Teachers who have used the method which is here recommended have been unanimous in reporting not only that the pupils learned more rapidly, but also that they worked with greater enthusiasm. This increased interest is secured without any use of soft pedagogy. It comes from several sources. First, the pupils know that the words in the book are those most commonly needed in writing. Second, the pupils quickly see the advantage of centering their efforts on words which they have actually missed. Third, by means of standard scores they are enabled to compare their spelling ability with that of children in other parts of the country. Fourth, they can see what they are accomplishing. Fifth, these provisions make possible the joy which comes from doing vigorously and thoroughly a clean-cut task that needs to be done. These are the interests which appeal to sensible men and women in life outside the school, and they have proved sufficient for children. Many attempts have been made to substitute devices for these wholesome and fundamental interests. Such attempts not only fail in their purpose, but actually distract the child's

mind from the work he has to do. Sugar-coating inevitably destroys the child's appetite for healthy vigorous work.

Tests.—A fundamental thesis in testing the efficiency with which a given teacher or class has worked is that the pupils should be tested before and after study upon the task assigned to be done. In spelling this means that the test words, both at the beginning and at the end of a term, should be chosen from the lessons which are assigned to be learned during that term. It is manifestly unfair to test the efficiency with which a class has worked by dictating words which they have not studied. Since the words in this study are of approximately equal difficulty, tests may readily be made from a sampling of 50 words from the various lessons to be learned during the term. The standards will of course be obtained from the standards at the bottom of the lessons from which the words are chosen. If words are taken from any standard scale only those words should be taken which appear in the assignments for that term.

DIRECTIONS TO PUPILS

Why These Words Should be Studied.—One of the ways by which people judge the writer of a letter is by the presence or absence of spelling errors. Often a young man or young woman has failed to obtain a desirable position because of spelling errors in a letter of application. Even in the ordinary friendly letter, spelling errors make a bad impression. The words which you are to learn from this spelling book are the words which people most frequently use in writing letters. Thousands of letters were read, and each word found was recorded. This book, therefore, contains the words most commonly used in writing, and does not contain any word which has not been found in letters.

How to Learn the Words.—The first step in the study of each lesson will be an exercise in pronunciation. Your teacher will pronounce each word for you. Look at your book closely, noticing each syllable as she pronounces it. When the teacher asks you to pronounce the word after her, look at each syllable closely as *you* pronounce it.

DIRECTIONS TO PUPILS

The second step in learning the lesson is the test. Write each word as plainly as you can and without hesitation. The purpose of this test is to see whether or not there are any words in the lesson which you cannot spell. The words which you cannot spell will be your work in spelling for the week.

If your teacher asks you to exchange papers for the purpose of correcting them, be sure to do your work very carefully. If you fail to mark a word wrong that has been misspelled, the pupil whose paper you marked will not be able to know that the word should be studied, and so will suffer an injury. On the other hand, it will be very confusing if you mark a word wrong which is really correct. Mark any word wrong that you cannot easily read; also any word if a letter has been written over or a change made. Remember that the purpose of the test is to find out which words need to be studied. The grades of the pupil whose papers you correct are not affected in any way by your marking.

The Meaning of "The Standard Number of Errors."—The words in this book have been given to a great many children in each grade in a number of cities. In that way it was possible to find out the number of errors which children of each grade ordinarily make. If you will compare the number of errors which you make on the test with the number of errors at the bottom of your lesson, you will be able to see how your spelling compares with that of pupils in other parts of the country.

How to Learn to Spell a Word.—A great many men have spent much time and money in finding out for you the best way to learn to spell. The directions which follow are based on what these men have discovered.

1. The first thing to do in learning to spell a word is to pronounce it correctly. Pronounce the word, saying each syllable very distinctly, and looking closely at each syllable as you say it.

2. With closed eyes try to see the word in your book, syllable by syllable, as you pronounce it in a whisper. In pronouncing the words, be sure to say each syllable distinctly. After saying the word, keep trying to recall how the word looked in

your book, and at the same time say the letters. Spell by syllables.

3. Open your eyes, and look at the word to see whether or not you had it right.

4. Look at the word again, saying the syllables very distinctly. If you did not have the word right on your first trial, say the letters this time as you look sharply at the syllables.

5. Try again with closed eyes to see the word as you spell the syllables in a whisper.

6. Look again at your book to see if you had the word right. Keep trying until you can spell each syllable correctly with closed eyes.

7. When you feel sure that you have learned the word, write it without looking at your book, and then compare your attempt with the book to see whether or not you wrote it correctly.

8. Now write the word three times, covering each trial with your hand before you write the word the next time, so that you cannot copy. If all of these trials are right, you may say that you have learned the word for the present. If you make a single mistake, begin with the first direction and go through each step again.

9. Study each word by this method. Take special pains to attend closely to each step in the method. Hard and careful work is what counts.

Take Pains with Your Spelling in all Writing.—Take pride in having your compositions and letters free from spelling errors. When you are in the slightest doubt as to how to spell a word, look it up in the dictionary before you write it. When you have found the word in the dictionary, learn it by the method by which you study your regular spelling lessons. In a similar way, if you do make a mistake in spelling in your compositions, learn the word which you misspelled by this same method.

Reviews.—“When, after learning a word, you miss it in the monthly review, you should study that word with special care and with the determination not to miss it again. The fact that you miss it on the review lesson probably means that you

DIRECTIONS TO PUPILS

will continue to miss it unless you take special pains to learn it thoroughly."

"Words missed on the monthly or yearly reviews are of special significance. It means that they probably have, for the pupils who miss them, some peculiar difficulty. Both the teacher and the pupils must therefore regard the review lessons as a matter requiring a most rigorous attack."

Notebook.—Keep a spelling notebook. Whether your teacher requires it or not, you will find it very much worth while to keep a spelling notebook. In this you should record all words missed on any test or in compositions which you write. If you find that you are frequently missing a word, write it in a special list and review it frequently.

FIRST GRADE

DIRECTIONS TO FIRST GRADE TEACHERS

The words in the lessons for first grade children are few in number and relatively easy. You will notice that most of them are phonetic. Each word has been found to be used in correspondence and in a majority of first grade readers. This list is therefore particularly appropriate for first grade children and may be easily learned by them. The authors recommend that this work be begun in the second half year.

Directions for Teaching.—Read again the general directions on pages vii to xvi, inclusive. In general the method used in grade one is the same as that used in later grades. There are, however, certain important differences. You will notice, for example, that first grade lessons contain ten instead of twenty words. You will need also to give more attention for the first two or three weeks to initiating correct habits of study. Remember that teachers above grade one will build upon habits which you initiate.

The words in the first grade list are very simple, so that there should be no difficulty in learning to spell them. Neither should the children have any difficulty in understanding any of the one hundred fifty words. Lesson 16 is made up of homonym words which appeared in previous lessons.

Directions for Schools in Which the Pupils do Not Write in Grade One.—The pupils in such schools should be taught to study according to the first six directions given under How to Learn to Spell a Word, page xviii. The tests in these cases will have to be oral tests. Otherwise, the methods recommended in the general directions may be used.

1	2	3	4
is	be	but	that
and	can	dear	to-day
are	dog	did	up
day	good	do	was
he	my	go	an
in	see	his	as
it	she	little	big
me	you	look	come
all	book	not	for
at	boy	out	get

Standard Number of Errors

I. ()	I. ()	I. ()	I. ()
II. 1	II. 1	II. 2	II. 2
III. 0	III. 1	III. 1	III. 1

FIRST GRADE

5	6	7	8
hand	old	way	gold
have	on	will	hat
if	one	your	her
into	over	away	home
land	run	by	how
last	say	cannot	ice
let	tell	doing	looking
like	the	down	love
man	this	eat	of
may	tree	give	play

Standard Number of Errors

I. ()	II. ()	III. ()	IV. ()
II. 2	II. 2	II. 3	II. 3
III. 1	III. 1	III. 1	III. 1

FIRST GRADE**5**

9	10	11	12
so	us	bee	far
some	we	box	fast
ten	when	call	fat
thank	wind	came	five
them	with	cat	from
then	after	coat	gave
thing	am	cold	girl
think	apple	corn	going
three	baby	cow	green
time	bed	each	had

Standard Number of Errors

I. ()	I. ()	I. ()	I. ()
II. 3	II. 3	II. 4	II. 4
III. 1	III. 2	III. 2	III. 2

13	14	15	16-H
hard	must	school	all
has	night	send	be
hen	no	six	see
just	or	snow	not
live	pig	sun	may
made	playing	they	for
make	put	top	in
milk	red	what	do
mother	ring	wood	so
much	sat	ran	no

Standard Number of Errors

I. ()	II. ()	III. ()	IV. ()
II. 4	II. 4	II. 4	II. 1
III. 2	III. 2	III. 2	III. 1

SECOND GRADE

SECTION FOR TEACHERS, SECOND GRADE

second grade list of words contains 340 new words in addition to the review lessons, which include 80 of the difficult first grade words, and 60 of the homonyms give the most trouble. These sixty homonyms are in lessons 18, 19 and 20. The new words are all frequently used, are words which second grade can learn easily and, for the most part, are frequently found in the second readers most commonly used.

Directions for Teaching.—Read again the directions given on pages VII to XVI. You should some time at the beginning of the term to teach the how to study. You will find it best to correct the yourself. If your pupils write with facility you follow the same schedule as that outlined in the several directions. If your pupils do not write very well, it will be advisable to divide the lessons so that a week will consist of but 10 new and 10 review words. Remember that the lessons are arranged by weeks other than by days. If the lessons are divided, take the first half of a column one week, and the second half the next week. The review lessons, in such a case, will consist of the corresponding half of the second column preceding the new lesson. For example, if the new lesson the first half of column 5, page 11, the review should be the first half of column 3, page 10. The standard number of errors for 10 words is of course half of the number given for 20 words.

By the end of the first half year, the pupils should find no difficulty in learning the full 20 new and 20 review words each week. At this time, follow the schedule given in the last two paragraphs in the directions for third grade teachers.

Watch particularly for improper methods of study. At least once a month, review the method for learning to spell a word.

SECOND GRADE

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R-1	R-2	R-3	R-4
dear	sat	top	make
fat	bee	playing	milk
cow	baby	came	her
get	has	pig	apple
some	home	give	with
we	looking	had	when
way	love	from	down
run	red	far	six
gold	like	call	send
cat	going	ice	school
cold	corn	thank	live
or	box	put	gave
them	am	fast	snow
girl	then	by	what
this	eat	made	mother
three	thing	night	after
ring	much	one	just
cannot	time	bed	hard
wind	over	sun	wood
hat	they	must	five

Standard Number of Errors

I. ()
II. 5
III. 3

I. ()
II. 6
III. 3

I. ()
II. 7
III. 3

I. ()
II. 8
III. 4

SECOND GRADE

1	2	3	4
ask	forget	car	year
back	fun	days	ago
best	grass	sing	door
bill	happy	doll	got
black	hay	hope	May
blow	hill	grow	bad
bring	him	boys	ball
butter	hot	fly	bank
cake	inside	hands	bell
cap	its	pink	end
child	joy	dry	foot
cup	keep	times	free
cut	kind	string	king
ever	kiss	bread	letter
face	late	needs	most
farm	lay	rise	same
feet	left	skin	ship
fill	light	cry	till
fish	low	story	yet
food	meat	tall	about

Standard Number of Errors

I. ()
II. 8
III. 4

I. ()
II. 8
III. 4

I. ()
II. 7
III. 3

I. ()
II. 6
III. 3

SECOND GRADE

xx

5	6	7	8
more	said	very	beside
morning	sand	wall	better
Mr.	sent	want	bird
name	side	war	blue
never	sister	week	brother
nine	small	well	calling
new	stand	west	mild
off	standing	where	care
once	state	why	city
papa	stay	win	cook
part	sweet	wish	cover
pen	take	work	cream
place	telling	yes	dark
poor	there	afternoon	deep
rain	to	any	dinner
read	told	around	drive
rest	took	barn	drop
rich	town	bear	dust
ride	two	became	east
room	under	become	even

Standard Number of Errors

L. ()
IL. 8
III. 4

L. ()
IL. 8
III. 4

L. ()
IL. 9
III. 5

L. ()
IL. 10
III. 5

FIRST GRADE

5	6	7	8
hand	old	way	gold
have	on	will	hat
if	one	your	her
into	over	away	home
land	run	by	how
last	say	cannot	ice
let	tell	doing	looking
like	the	down	love
man	this	eat	of
may	tree	give	play

Standard Number of Errors

L ()	L ()	L ()	L ()
II. 2	II. 2	II. 3	II. 3
III. 1	III. 1	III. 1	III. 1

9	10	11	12
so	us	bee	far
some	we	box	fast
ten	when	call	fat
thank	wind	came	five
them	with	cat	from
then	after	coat	gave
thing	am	cold	girl
think	apple	corn	going
three	baby	cow	green
time	bed	each	had

Standard Number of Errors

I. ()	II. ()	III. ()	IV. ()
II. 3	II. 3	II. 4	II. 4
III. 1	III. 2	III. 2	III. 2

13	14	15	16-H
hard	must	school	all
has	night	send	be
hen	no	six	see
just	or	snow	not
live	pig	sun	may
made	playing	they	for
make	put	top	in
milk	red	what	do
mother	ring	wood	so
much	sat	ran	no

Standard Number of Errors

I. ()	I. ()	I. ()	I. ()
II. 4	II. 4	II. 4	II. 1
III. 2	III. 2	III. 2	III. 1

SECOND GRADE

DIRECTIONS FOR TEACHERS, SECOND GRADE

The second grade list of words contains 340 new words in addition to the review lessons, which include 80 of the most difficult first grade words, and 60 of the homonyms which give the most trouble. These sixty homonyms are found in lessons 18, 19 and 20. The new words are all words frequently used, are words which second grade children can learn easily and, for the most part, are frequently found in the second readers most commonly used.

Directions for Teaching.—Read again the directions for teachers as given on pages VII to XVI. You should take some time at the beginning of the term to teach the pupils how to study. You will find it best to correct the papers yourself. If your pupils write with facility you may follow the same schedule as that outlined in the general directions. If your pupils do not write very well, it will be advisable to divide the lessons so that a weeks work will consist of but 10 new and 10 review words.

Remember that the lessons are arranged by weeks rather than by days. If the lessons are divided, take the first half of a column one week, and the second half the next week. The review lessons, in such a case, will consist of the corresponding half of the second column preceding the new lesson. For example, if the new lesson is the first half of column 5, page 11, the review should be the first half of column 3, page 10. The standard number of errors for 10 words is of course half of the number given for 20 words.

By the end of the first half year, the pupils should find no difficulty in learning the full 20 new and 20 review words each week. At this time, follow the schedule given in the last two paragraphs in the directions for third grade teachers.

Watch particularly for improper methods of study. At least once a month, review the method for learning to spell a word.

SECOND GRADE

9

R-1	R-2	R-3	R-4
dear	sat	top	make
fat	bee	playing	milk
cow	baby	came	her
get	has	pig	apple
some	home	give	with
we	looking	had	when
way	love	from	down
run	red	far	six
gold	like	call	send
cat	going	ice	school
cold	corn	thank	live
or	box	put	gave
them	am	fast	snow
girl	then	by	what
this	eat	made	mother
three	thing	night	after
ring	much	one	just
cannot	time	bed	hard
wind	over	sun	wood
hat	they	must	five

Standard Number of Errors

L ()
IL 5
III. 3

L ()
IL 6
III. 3

L ()
IL 7
III. 3

L ()
IL 8
III. 4

1	2	3	4
ask	forget	ear	year
back	fun	days	ago
best	grass	sing	door
bill	happy	doll	got
black	hay	hope	May
blow	hill	grow	bad
bring	him	boys	ball
butter	hot	fly	bank
cake	inside	hands	bell
cap	its	pink	end
child	joy	dry	foot
cup	keep	times	free
cut	kind	string	king
ever	kiss	bread	letter
face	late	needs	most
farm	lay	rise	same
feet	left	skin	ship
fill	light	cry	till
fish	low	story	yet
food	meat	tall	about

Standard Number of Errors

I. ()
II. 8
III. 4I. ()
II. 8
III. 4I. ()
II. 7
III. 3I. ()
II. 6
III. 3

SECOND GRADE

11

5	6	7	8
more	said	very	beside
morning	sand	wall	better
Mr.	sent	want	bird
name	side	war	blue
never	sister	week	brother
nine	small	well	calling
new	stand	west	mild
off	standing	where	care
once	state	why	city
papa	stay	win	cook
part	sweet	wish	cover
pen	take	work	cream
place	telling	yes	dark
poor	there	afternoon	deep
rain	to	any	dinner
read	told	around	drive
rest	took	barn	drop
rich	town	bear	dust
ride	two	became	east
room	under	become	even

Standard Number of Errors

L. ()
II. 8
III. 4

L. ()
II. 8
III. 4

L. ()
II. 9
III. 5

L. ()
II. 10
III. 5

SECOND GRADE

9	10	11	12
eye	large	pick	sold
fall	life	pine	son
fell	lived	plan	song
felt	lives	river	soon
find	long	road	spring
fine	longer	rock	step
flat	looked	rose	stop
found	mine	sad	store
four	Miss	saw	such
gate	mud	saying	summer
glad	myself	seed	supper
gone	near	seen	table
gray	now	sell	thin
head	nice	set	thinking
hear	noon	sheep	to-night
help	oh	shop	too
here	older	show	trust
hold	open	sleep	upon
house	our	slow	walk
hunt	outside	soft	water

Standard Number of Errors

I. ()
II. 10
III. 5

SECOND GRADE

13

13	14	15	16
went	bright	fellow	market
were	bringing	fire	master
while	buy	first	meal
who	children	flower	meet
wide	clear	frost	met
wife	clock	gather	might
window	close	given	mind
winter	coming	glass	move
without	cool	ground	nap
air	could	hang	neck
alive	dance	held	next
also	die	horse	north
asleep	done	June	nothing
ate	pale	know	other
been	dress	lady	pass
behind	every	leave	goats
bid	fair	leg	right
bit	farmer	lift	round
boat	father	loved	rush
both	feed	many	seven

Standard Number of Errors

I. ()
II. 12
III. 6

I. ()
II. 12
III. 7

I. ()
II. 12
III. 7

I. ()
II. 12
III. 7

SECOND GRADE

17	18 H	19 H	20 H
shall	to	seen	oh
short	way	him	wood
shut	we	hay	blue
sick	dear	rain	hear
sit	some	eye	fair
something	ring	here	might
sound	ball	there	new
south	bee	son	buy
start	May	too	know
stick	bad	bear	meet
still	red	two	right
stood	one	low	road
street	by	sell	die
taken	made	ate	done
taking	sun	very	flower
teach	feet	read	air
than	Miss	our	gate
these	do	four	bread
true	sent	gray	needs
try	week	meat	not

Standard Number of Errors

I. ()	I. ()	I. ()	I. ()
II. 12	II. 6	II. 9	II. 12
III. 7	III. 3	III. 5	III. 7

THIRD GRADE

DIRECTIONS TO THIRD GRADE TEACHERS

The advance lessons, numbered 1 to 28 inclusive, contain a minimum list of 528 new words. All words in lesson 24 and twelve words in lesson 28 are homonyms which have appeared previously. The supplementary list contains 80 words, which although easy to spell are not so frequently used in writing letters as are the words of the minimum list. This supplementary list is meant for those schools which because of the long school term or for other reasons, finish the minimum list before the end of the term or year. The lessons marked R-1, R-2, R-3, R-4, are made up of the eighty words taught in preceding grades, but which still give considerable difficulty to third grade children. They should be thoroughly mastered.

Directions for Teacher.—For the first few lessons direct your attention to systematizing class procedure and to teaching pupils how to study effectively. Read carefully again the suggestions on pages vii to xvi.

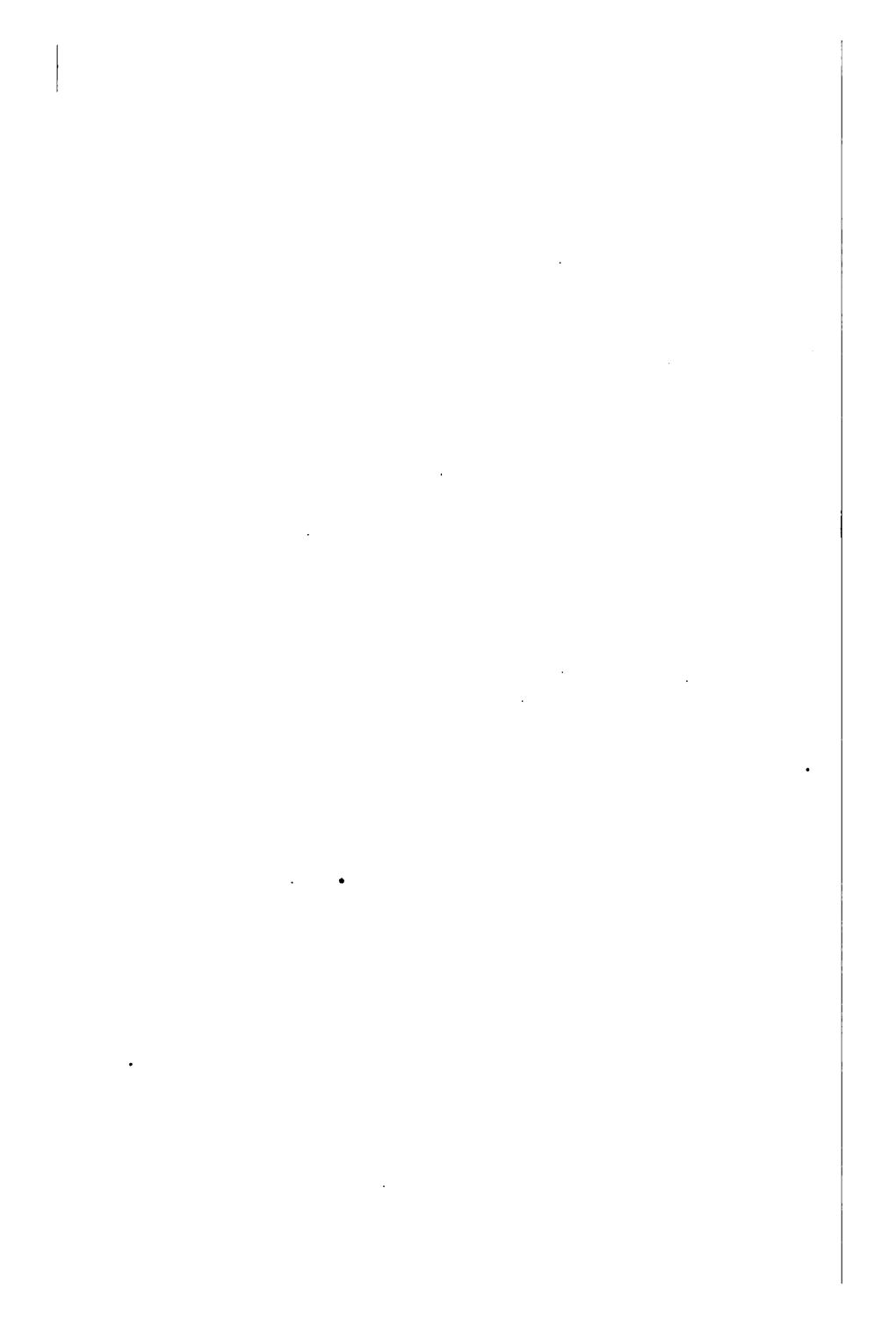
Pupils in the third grade should be able to make their own corrections so that time may now be saved by having the pupils exchange papers during the first two tests. The teacher should continue to correct the papers written on the final test. The following suggestions will be helpful in getting the coöperation of pupils. After the papers have been exchanged say, "In writing, it is important not only that you know how to spell, but also that you make your letters so that the person who reads your paper can tell easily what you have written. This is the reason that I have asked you to exchange papers. Many people write so that certain letters cannot be told from other letters. This is true of z, g, and y; o and a; t and l; n and u; h and k. When you correct papers and cannot tell which of two letters the writer intended, mark the word wrong. Also mark it wrong if a letter has been

written over or a change made. Words should be learned so that they will be written correctly without hesitation the first time. Any word which has not been learned so that it may be written correctly the first time should be studied again.

Remember that the purpose of this test is to find out which words need further study. It does not affect your grades. You will do the pupil whose paper you have a favor by marking his errors so that he may correct them. Mark each error by placing after it a cross—so (x)."

Pupils should keep a special list of words which they have missed in their compositions. These words should be studied by the same method used in studying the regular spelling lesson. Such words will not be taken up, however, in the regular lessons.

Remember that the lessons are arranged by weeks rather than by days. The work for each week consists of one advance column and one review column. The review column in each case is the fourth column preceding the advance work. That is, it is made up of a week's work one month old. For example, column 5 contains 20 new words to be learned in one week. During the same week, column 1 should be reviewed. The lesson for the first week consists of column 1, which is the advance lesson, and of column R 1, which is the review.



R-1	R-2	R-3	R-4
dark	meal	also	five
fair	market	held	shut
feed	leave	nap	leg
June	gather	sound	might
sit	air	these	frost
nothing	alive	lift	shall
now	street	hope	while
saying	stick	buy	looked
step	something	neck	taken
drop	took	next	loved
dress	master	short	than
road	glass	such	hang
ground	both	right	pass
given	been	move	asleep
other	behind	mind	fellow
bit	bright	met	small
beside	lady	done	farmer
became	walk	seven	know
gray	try	fire	bringing
water	thinking	rush	taking

Standard Number of Errors

II. 6
III. 3
IV. 1

II. 7
III. 3
IV. 1

II. 7
III. 3
IV. 1

II. 8
III. 4
IV. 2

THIRD GRADE

1	2	3	4
tone	banks	toy	bay
blush	yours	age	cent
cramp	tan	being	grade
goods	bag	lot	Monday
tub	line	pay	pie
blot	dine	seeing	pin
cards	guns	along	stove
cars	map	aside	trip
cave	bind	band	bat
chase	girls	belong	blank
darn	save	game	car
hook	kinds	hall	card
keg	bath	lake	date
lip	lap	lost	hog
yell	lock	mad	kid
pave	weeks	March	landing
peck	fool	nut	mail
plants	salt	oil	mark
sole	near-by	silk	net
split	plans	singing	park

Standard Number of Errors

II. 4
III. 2
IV. 1

II. 8
III. 4
IV. 2

II. 8
III. 4
IV. 1

II. 9
III. 5
IV. 2

5	6	7	8
horn	sport	page	rent
looks	Sunday	paper	spell
dig	tent	plate	post
gives	working	price	<u>thank</u> ing
pant	able	spent	train
mouse	arm	walking	add
shore	art	willing	bean
cried	bake	within	bet
bless	born	yard	bunch
fond	faster	added	cane
showing	finding	asking	cash
mat	forgot	below	cattle
pipe	form	blame	clay
books	grand	camp	colder
tender	helping	cast	cooking
steam	hit	Christmas	cord
roar	ill	class	farming
star	kill	clean	list
tool	mill	cost	lunch
bone	note	danger	paying

Standard Number of Errors

II. 9
III. 5
IV. 2

II. 10
III. 5
IV. 2

II. 11
III. 6
IV. 3

II. 11
III. 6
IV. 3

THIRD GRADE

9	10	11	12
ink	drum	lump	rice
inch	egg	mate	rug
print	feeding	mouth	slip
brand	finger	number	smart
tenth	fit	order	spelling
tip	forgive	ours	stamp
plow	Friday	pole	test
wake	fur	porch	washing
whenever	glee	race	wishing
wild	goat	rate	belt
fort	grant	reading	grape
peach	heat	real	eve
sin	holding	report	glove
wool	hour	saved	job
sum	however	seat	lace
rail	hunting	shot	law
sack	July	sink	mend
rank	kindly	sort	began
brick	larger	spot	roll
write	luck	stone	self

Standard Number of Errors

II. 11	II. 12	II. 12	II. 12
III. 7	III. 7	III. 7	III. 8
IV. 3	IV. 3	IV. 3	IV. 4

13	14	15	16
wash	rather	teacher	birthday
wet	full	tie	bite
slide	strong	whatever	block
stock	hug	across	body
swell	strange	again	God
trade	draw	ahead	boxes
wheel	lines	alone	broke
word	candy	always	brought
drew	sail	another	called
shows	drink	apart	case
blood	goes	April	catch
lots	comes	asked	chair
grapes	pile	aunt	check
forms	dare	badly	church
mix	means	basket	cloth
rub	shake	beat	clothing
sake	swing	because	club
maid	hide	beg	coal
sweep	desk	begin	contest
try	wants	bench	corner

Standard Number of Errors

II. 13
III. 8
IV. 4

THIRD GRADE

17	18	19	20
count	garden	killed	own
cross	gift	later	pack
darling	grandma	least	pain
dead	great	less	party
deal	soda	lie	passing
dearly	hair	lovely	past
December	half	making	picking
deed	happen	matter	please
died	harder	mean	plum
early	hardly	miss	pocket
eight	having	money	point
enter	hearing	nearly	pound
evening	apples	shame	pure
fear	herself	need	queen
fight	high	nobody	rabbit
file	himself	none	reach
floor	hole	nor	riding
flour	hundred	nose	rolling
forest	indeed	oats	roof
forth	jump	only	row

Standard Number of Errors

II. 13
III. 8
IV. 4

THIRD GRADE

25

21	22	23	24 H
safe	alike	those	hour
seem	white	thought	mail
sending	pork	thus	write
shade	yellow	tiny	flour
shape	yourself	twenty	eight
shoe	shoot	warm	weak
sight	spite	washed	sole
silver	swim	weak	ours
sir	things	which	past
sorry	gay	wonder	their
space	grave	erect	beat
spend	golden	worked	pain
spending	sharp	world	hole
spoke	smell	woven	hall
storm	smile	yesterday	maid
sunshine	stir	above	sum
talk	bow	act	real
talking	drawn	almost	nose
teeth	blanket	anything	cent
their	feather	before	need

Standard Number of Errors

II. 13
III. 8
IV. 4

II. 13
III. 9
IV. 4

II. 14
III. 9
IV. 4

II. 13
III. 8
IV. 4

25	26	27	28 H
feast	fix	quilt	sight
men	figs	rag	fur
moon	kept	rid	cord
mile	lamp	sauce	sail
plant	pan	speech	roll
bags	soul	spoon	sour
beans	spoil	steak	stain
dish	truth	straw	bow
lead	wed	vines	died
hogs	roots	worms	forth
crutch	bare	ants	great
prune	fought	bark	mid
smoke	prize	bend	bus
spray	led	bills	dirt
tea	comb	breath	hair
thanks	farms	fields	choose
sea	eggs	bud	lie
laugh	lawn	lend	seem
knee	miles	hills	tale
pears	pail	key	skip

Standard Number of Errors

II. 12

III. 7

IV. 3

II. 15

III. 10

IV. 5

II. 15

III. 10

IV. 5

II. 15

III. 10

IV. 5

SUPPLEMENTARY LESSONS—THIRD GRADE **27**

S-1	S-2	S-3	S-4
cab	pet	asks	trick
cape	heal	bald	mumps
bug	heel	pails	takes
dull	hens	blind	bedtime
fold	grin	crack	pants
poem	pour	bush	hilly
gun	pray	bull	flight
kick	hose	cords	houses
scratch	pond	cuff	postman
mop	twin	dusty	hoarse
nail	brave	dwell	hopes
pint	rode	drag	knife
ties	loaf	drown	greet
push	loop	deck	lamps
rope	root	plush	makes
spit	scar	sadly	gloves
mob	tuck	scalp	gentle
nod	moth	roses	glance
pad	oars	glue	manly
rob	weed	grab	shelf

Standard Number of Errors

II. 15
III. 10
IV. 5

25	26	27	28 H
feast	fix	quilt	sight
men	figs	rag	fur
moon	kept	rid	cord
mile	lamp	sauce	sail
plant	pan	speech	roll
bags	soul	spoon	sour
beans	spoil	steak	stain
dish	truth	straw	bow
lead	wed	vines	died
hogs	roots	worms	forth
crutch	bare	ants	great
prune	fought	bark	mid
smoke	prize	bend	bus
spray	led	bills	dirt
tea	comb	breath	hair
thanks	farms	fields	choose
sea	eggs	bud	lie
laugh	lawn	lend	seem
knee	miles	hills	tale
pears	pail	key	skip

Standard Number of Errors

II. 12	II. 15	II. 15	II. 15
III. 7	III. 10	III. 10	III. 10
IV. 3	IV. 5	IV. 5	IV. 5

SUPPLEMENTARY LESSONS—THIRD GRADE 27

S-1	S-2	S-3	S-4
cab	pet	asks	trick
cape	heal	bald	mumps
bug	heel	pails	takes
dull	hens	blind	bedtime
fold	grin	crack	pants
poem	pour	bush	hilly
gun	pray	bull	flight
kick	hose	cords	houses
scratch	pond	cuff	postman
mop	twin	dusty	hoarse
nail	brave	dwell	hopes
pint	rode	drag	knife
ties	loaf	drown	greet
push	loop	deck	lamps
rope	root	plush	makes
spit	scar	sadly	gloves
mob	tuck	scalp	gentle
nod	moth	roses	glance
pad	oars	glue	manly
rob	weed	grab	shelf

Standard Number of Errors

II. 15
III. 10
IV. 5

DIRECTIONS TO FOURTH GRADE TEACHERS

The advanced lessons numbered 1 to 31 inclusive contain 620 new words. The supplementary list containing 80 new words is meant for schools which because of the long term or for other reasons, finish the minimum list of words before the end of the year. The lessons marked R-1, R-2, R-3, R-4, are made up of the 80 words in the third grade list which are most commonly misspelled by fourth grade children. These 80 words should be thoroughly mastered. There are also reviewed 20 homonyms lesson 32, which commonly are confused by children of this grade.

Directions for Teaching.—Read the preface and study with particular care the suggestions given on pages vii to xvi. It would be well also to read the suggestions on first, second and third grade teachers. You will need to supervise the correction of papers by pupils very closely.

Remember that the lessons are arranged by weeks rather than by days. The work for each week consists of one advance column and one review column. The review column in each case is the fourth column preceding the advance work. That is, it is made up of a week's work one month old. For example, column 5 contains 20 new words to be learned in one week. During the same week, column 1 should be reviewed. The lesson for the first week consists of column 1, which is the advance lesson, and of column R 1, which is the review.

FOURTH GRADE

31

R-1	R-2	R-3	R-4
began	herself	check	pound
before	rabbit	file	roof
badly	shame	garden	sending
prize	those	himself	shade
lie	lovely	lace	silver
nor	need	miss	spoke
past	rolling	only	stock
beg	seem	tiny	trade
corner	shape	which	begin
cast	bench	across	darling
least	bite	act	deed
slide	drew	beat	feeding
fear	flour	belt	fit
gift	forth	called	goat
indeed	happen	cloth	soda
roll	killed	club	jump
almost	none	hundred	mend
anything	their	list	pack
enter	woven	matter	queen
spend	brick	nearly	rank

Standard Number of Errors

III. 12
IV. 6
V. 2

III. 10
IV. 5
V. 2

III. 10
IV. 5
V. 2

III. 6
IV. 3
V. 1

1	2	3	4
Jan.	October	brush	kitten
Nov.	oven	burn	leader
banker	printed	carpet	lover
delay	soil	cleaning	liver
Feb.	remove	counting	lumber
goldfish	snowed	daddy	mailed
overcoat	snowing	depend	enroll
Sat.	stage	dollar	nation
worker	tank	dresser	office
officers	teaching	fence	outfit
overlook	Tuesday	fifty	paint
backing	yearly	football	banking
covering	dislike	friend	stated
Dec.	process	garment	proper
fishing	agree	handed	sixty
grove	Aug.	heating	rained
handy	belonging	homesick	recall
longest	board	inches	recover
maker	boss	January	remark
Oct.	bother	kinder	renter

Standard Number of Errors

III. 6
IV. 3
V. 1

III. 7
IV. 4
V. 1

III. 8
IV. 4
V. 2

III. 8
IV. 4
V. 2

5	6	7	8
reader	sample	fork	knew
adding	sickness	ham	speak
size	railroad	rule	blew
rust	post card	Mrs.	wheat
likely	some one	pair	third
skate	speaker	use	easy
soap	starting	quick	earth
press	staying	wear	twice
tire	unable	sure	music
bar	wanting	trunk	moved
wire	leaving	turn	wagon
zone	driver	news	visit
neat	marking	fail	wanted
witch	display	grain	thick
beet	straight	few	watch
cedar	anyone	load	sugar
term	rushed	march	does
draft	largely	used	worth
per	understanding	wise	would
inclosed	alley	crop	young

Standard Number of Errors

III. 8	III. 8	III. 10	III. 10
IV. 4	IV. 4	IV. 5	IV. 5
V. 2	V. 2	V. 2	V. 2

FOURTH GRADE

9	10	11	12
simple	heard	granted	should
carry	patch	seventh	sirs
learned	chop	raining	export
Sept.	heap	raised	suffer
shortly	stunt	rubber	paid
invited	front	sofa	ends
cared	velvet	dressed	hoops
lone	dearest	goose	tear
drill	render	death	rates
drug	thread	protest	grandpa
fruit	brain	cleaner	tooth
tile	ocean	trace	clip
dream	rented	chart	beach
leaves	ford	dozen	giving
pride	lame	packing	charge
renew	tend	month	opens
grown	sixth	wedding	steamer
partly	temple	cheer	event
pencil	handle	damp	soup
eighty	folder	removed	couch

Standard Number of Errors

III. 10
IV. 5
V. 2

13	14	15	16
started	battle	gladly	classes
bought	island	team	filling
branch	sooner	content	match
thankful	lesson	pillow	closed
change	mamma	travel	seventy
country	mighty	booklet	track
printing	moment	center	behalf
feeling	strongest	newspaper	calf
harvest	oldest	prevent	cotton
somewhere	unless	treat	grew
finish	trying	former	inspect
welcome	o'clock	mostly	postage
ready	opening	range	pump
township	walked	awhile	coast
everyone	people	growing	holder
bathroom	person	keeping	western
weather	picture	bottle	army
together	getting	provide	leather
everything	good-night	bushel	merry
understand	September	quart	noise

Standard Number of Errors

III. 10

IV. 5

V. 2

III. 10

IV. 5

V. 2

III. 10

IV. 5

V. 2

III. 11

IV. 5

V. 2

17	18	19	20
station	member	company	income
brown	wrote	return	bankers
funny	agent	answer	bookcase
twelve	sometime	pleased	reports
coffee	between	remain	teapot
filled	follow	enough	undress
noted	uncle	amount	waken
plain	build	doctor	pancake
mailing	county	meeting	papers
otherwise	payment	fact	plaster
somewhat	whole	chance	defeat
itself	building	learn	inclose
pull	study	November	mess
kindness	vote	present	pulse
bleed	heavy	pretty	rake
hate	trusting	since	slice
labor	Thursday	through	toast
reached	chicken	busy	frozen
largest	selling	guess	bloom
scout	ticket	waited	climb

Standard Number of Errors

III. 11
IV. 5
V. 2

III. 11
IV. 5
V. 2

III. 11
IV. 6
V. 3

III. 11
IV. 6
V. 3

FOURTH GRADE

37

21	22	23	24
expert	fade	saving	gallon
poorly	knock	thousand	stair
tax	whip	value	excuse
turkey	causes	request	iron
understood	storage	afraid	exchange
zero	sudden	suit	demand
absent	noisy	hotel	hurry
moving	enclosed	idea	sale
named	ugly	program	figure
rack	windy	among	inform
retail	impress	fully	returned
sock	orders	August	wonderful
chapter	prison	cause	nicely
dread	replied	vacation	auto
household	charges	serve	valued
leaf	cracker	thirty	wished
cloudy	cupboard	intend	kitchen
dispose	dishes	anyway	sheet
farther	distant	everybody	duty
packed	eleven	hurt	plenty

Standard Number of Errors

III. 11
IV. 7
V. 3

III. 12
IV. 7
V. 3

III. 12
IV. 7
V. 3

III. 12
IV. 7
V. 3

FOURTH GRADE

25	26	27	28
rip	cheek	respect	fancy
steel	delight	voter	located
chill	awake	single	talked
joined	repair	anywhere	dealing
kisses	living	fresh	lower
knowing	power	higher	bonnet
reported	smaller	officer	spread
retain	nature	raw	running
treated	changed	title	branches
French	contain	improve	broken
jar	monthly	deliver	greater
learning	gain	liberty	provided
seal	court	proud	afterward
lamb	kindest	failed	anyhow
snap	offering	chain	elect
strongly	meantime	cleaned	gown
froze	wrong	dated	greeting
junk	grind	produce	honest
ordering	share	bugs	lung
circus	extent	locate	remind

Standard Number of Errors

III. 12	III. 12	III. 12	III. 12
IV. 7	IV. 7	IV. 7	IV. 7
V. 3	V. 3	V. 3	V. 3

FOURTH GRADE

39

29	30	31	32 H
owe	male	gem	plain
worm	flag	tail	per
earn	melt	task	board
yoke	mode	tape	size
pearl	mood	lack	merry
offer	rural	thrown	tax
years	pear	enemy	wrote
heart	peas	toe	build
often	scene'	legal	whole
shirt	pests	tore	cast
hoped	sales	trim	stair
firms	scold	mental	sale
boil	seek	urged	beet
marry	shell	vest	pair
rainy	sneeze	booster	wear
silly	path	wipe	knew
fudge	jelly	yield	blew
broad	staid	manual	would
shine	keen	boost	lone
equal	stuck	walnut	grown

Standard Number of Errors

III. 12
IV. 7
V. 3

III. 13
IV. 8
V. 4

III. 15
IV. 9
V. 5

III. 11
IV. 5
V. 2

40 SUPPLEMENTARY LESSONS—FOURTH GRADE

S-1	S-2	S-3	S-4
shirts	tempt	ages	jolly
muddy	boy's	alarm	layer
skim	charm	amuse	breast
sky	faith	bitter	mince
slap	yards	blanks	legging
slick	bead	brine	dean
stack	grate	cabin	oyster
stands	socks	pages	pantry
steep	dates	Co.	parade
sting	yarn	drift	player
stool	wring	dies	wave
stoop	limp	empty	polish
strip	states	escape	puzzle
stump	stretch	floss	rules
tack	bruise	strap	saucer
tag	wreck	frank	scream
tease	peep	haul	screen
tune	peak	heaven	stag
ways	sketch	lard	steal
words	tact	lean	eighth

Standard Number of Errors

III. 10

IV. 5

V. 2

III. 13

IV. 8

V. 4

III. 15

IV. 9

V. 5

III. 15

IV. 10

V. 5

SUPPLEMENT WHICH CONTAINS CERTAIN RULES AND DEFINITIONS OFTEN TAUGHT AS A PART OF THE COURSE OF STUDY IN SPELLING

As a part of the course of study in spelling, there is occasionally found a provision for word study and for teaching certain rules and definitions. The following supplement is added as a guide in schools which make such a requirement. Ordinarily such topics as derivation of words, root prefixes, suffixes, homonyms, antonyms, synonyms, and hyphens are taught, either as a part of composition or as a part of dictionary exercises.

The value of teaching spelling rules is still somewhat a matter of controversy, although the weight of experimental evidence seems to indicate that children do not profit from a study of the rules in spelling, as much as they profit from the same amount of time spent in the direct study of the important words covered by these rules. However, since some city and state courses of study require the teaching of the rules, it seems advisable to put the more important rules in this supplement.

An effort has been made to state these rules in the simplest manner possible, within the limits of accuracy. Great care has been taken, also, to tabulate, for each rule, the words frequently used in correspondence, which are exceptions.

The teacher should understand clearly that it is not the intention of the authors to have these rules take the place of the direct teaching of any word. Rather they are to be regarded as supplementary exercises. It is doubtful whether much attention should be given to rules before grade seven.

DERIVATION OF WORDS

Often one word is built up from several words or syllables. The most important part of such a built-up word is called the root, or base. This root or base had an original meaning

which is usually clear, especially in purely English words, as in-side, happi-ness, etc. Many built-up or derivative words are from other languages. A few examples may help to illustrate:

1. international—Latin inter (between) plus nation (nation) plus al (pertaining to)—between nations, pertaining to intercourse between nations.

The root is “nation.”

2. extraordinary—Latin extra (on the outside, out of) plus ordinarius (ordinary)—out of the ordinary, unusual.

The root is “ordinar.”

3. provide—Latin pro (before) plus vid (to look or see)—to look before or ahead, to look out for in advance.

The root is “vid.”

4. convention—Latin con (together) plus ven (to come) plus tion (act of)—act of coming together—meeting.

The root is “ven.”

Many roots or bases are taken directly from the English:

1. out-come—act of coming out—that which comes out of something else—result.
2. in-side—inner side or surface.
3. cheer-ful—full of cheer.
4. happi-ness—state of being happy.

In studying these words, you may have noticed that something besides the root or base is needed to make the meaning clear. The other two parts which help to make up words are called prefixes and suffixes. These will be taken up separately.

PREFIXES

A prefix is a word or syllable placed before another word, and so completely joined to it that it changes the meaning of the basic word.

NOTE TO TEACHER:—Have the pupils select in the lessons of your grade, words which have similar prefixes.

As you can see in the list below, the final consonant of a prefix has often been changed to make the pronunciation easier, but does not disappear when added to the stem. Thus, ad-cord became ac-cord, ad-fect became af-fect, etc.

Prefix	Definition	Illustration
ab (abs, a).....	from, away	abandon
ad (ac, af, ag, al, an, ap, ar, as, at).....	to.....	accommodate
ante.....	before	antecedent
circum.....	about, around.....	circumstance
com (co, col, con, cor)....	with, together.....	compare, concert
de.....	from, down, away.....	desert, debate
dis (dif, de).....	apart, not	dislike
ex (e, ef).....	out, out of, away from, off, beyond	expect
extra	out of.....	extraordinary
in (ill, im, ir).....	in, into, not, without	inside
inter.....	among, between, mutually.	international
non	not	nonsense
per.....	through, by, for	perhaps
post.....	behind, after.....	postpone
pre.....	before	prevent
pro.....	forward, before, instead...	provide
re.....	back, again, against.....	return
se.....	aside, apart, without	separate
sub (suc, suf, sug, sup, sur)	under, below, near	subject, succeed
super	over, above, beyond.....	superintendent
trans (tran, tra).....	across, over, beyond, through	transfer, travel

SUFFIXES

A suffix is a syllable or word which is added to the end of another word to change the meaning of the basic word.

NOTE TO TEACHER:—As the suffix is often closely connected with the root of the word, not much stress will be laid on learning suffixes by themselves. A few of the more common ones will be noted.

Suffix	Definition	Illustration
ful	with or full of.....	cheerful
less	without	careless, doubtless
ness	state of being	happiness
ly.....	like or like in manner....	happily
ment	act, state, a thing that...	development
some	act of being.....	lonesome

HOMONYMS

A homonym is a word pronounced exactly like another, but differing from it in meaning. A few homonyms are spelled in the same way, as "weed," a garment, and "weed," a plant. Only a small group of the more common type will be given here.

NOTE TO TEACHER:—It has been deemed advisable to omit giving an extensive list of homonyms here. You may refer the pupils to the lists of homonyms which occur in the regular spelling lessons of the first five grades. For example, the following lists are among those which contain homonyms:—16 in grade I; 18, 19, 20, in grade II; 12 words in 28 of grade III; 32 in grade IV; etc.

Word	Definition	Sentence
1. flour	a fine meal of ground wheat or other grain.....	Mother uses flour in baking bread.
flower.....	a blossom	The rose is a beautiful flower.
2. no.....	not, not any.....	I have no work to do.
know	to understand.....	Do you know your lesson?
3. son	a male child; the male offspring of a parent, father or mother	John is my son.
sun.....	the heavenly body which pro- duces the light of day.....	The sun rises in the east.

SYNONYMS

Synonyms are words that have almost the same meaning. If you were to look up the simple words "cut" and "ask" you would find the following synonyms:

For "cut"—carve, lance, bite, dissect, snip, saw, slice, slit, slash, etc.

For "ask"—beg, crave, entreat, beseech, implore, move, plead, solicit, etc. No two of these synonyms mean exactly

the same thing, but they express different shades of the same meaning.

Practice Exercises: Find as many synonyms as you can for the following words:

best	effort	imagine	time	pleasure
decide	deceive	dark	form	public

Any lesson in the book may be used for an exercise in discovering synonyms.

ANTONYMS

Words of opposite meaning are called antonyms. For example, black—white; big—little; and open—closed, are so named.

Practice Exercises: Try to think of antonyms for the following words:

cold	fat	in	new	sweet
come	front	large	poor	tall
dull	good	up	slow	wet
inside	high	long	spring	winter

THE HYPHEN

Authorities differ in regard to the use of the hyphen. However, there are two rules which always hold good: (1). The hyphen is used to separate compound adjectives; (2). The hyphen is used to show, at the end of a line, that a word has been divided. (Such a word must be divided between syllables.) In other cases, when you cannot decide whether or not to use a hyphen, consult the dictionary used in your school. It is much less frequently used than formerly.

RULES FOR SPELLING

I. Formation of Possessives

1. The following list is made up of words in the singular number. To form the possessive, add an apostrophe and "s."

horse's head	girl's dress	soldier's uniform	sheep's wool
man's coat	boy's shoes	child's laugh	sister's hat

2. The following list is made up of plural nouns that do not end in "s." To form the possessive, add an apostrophe and "s."

children's clothes	women's praise
men's shirts	gentlemen's plans

3. The following list is made up of plural nouns ending in "s."

To form the possessive, add only an apostrophe.

miles' walk	years' word
girls' clothing	pupils' attention

II. Treatment of the final consonant before a suffix

1. The following list contains words of one syllable. Notice that each word ends in a consonant, and that in every word there is a single short vowel preceding it. In all such words, the final consonant is doubled before adding a suffix beginning with a vowel.

big—bigg(er) (est)
drop—dropp(ed) (ing)
stop—stopp(ed) (ing)
plan—plann(ed) (ing)

2. The following list contains verbs of more than one syllable. Each verb is accented on the last syllable, and ends in a single consonant preceded by a single short vowel. In such verbs, the final consonant is doubled before a suffix beginning with a vowel.

beginn(ing)
referr(ed) (ing)
occurr(ed)
forgott(en)
remitt(ance)

III. Adding suffixes to words ending in "e"

1. A word ending in silent "e" drops the "e" before a vowel, as:

come—coming	appreciate—appreciating
hope—hoping	vote—voting
serve—serving	

2. When a suffix beginning with a consonant is added to a word ending in "e," the "e" is kept.

announce—announce-ment
hope—hope-ful
late—late-ly
care—care-less
lone—lone-some

3. "E" is retained to keep the soft sound of "c" and "g" before "a" and "o" as in notice—notice-able, and advantage—advantage-ous.

Exceptions:

Of the words commonly used in writing letters the following exceptions are to be made:

a. When a suffix beginning with a consonant is added to a word ending in "e":

(1) Only three words drop "e" before adding "ment": judgment, acknowledgment, argument.

(2) Only one word drops "e" before adding "ful": awful.

(3) Only three words drop "e" before adding "ly":

true—truly due—duly whole—wholly

b. When the last syllable of a word ends in "le," "ly" does not make a new syllable, as: probable—probably, possible—possibly, simple—simply.

(When "ly" is added to words ending in "l," both "l's" are retained, as: practical—practically, careful—carefully.)

IV. Treatment of the final "y"

1. To form the plural of a noun ending in "y" preceded by a consonant, change the "y" to "i" and add "es."

lady—ladies

quantity—quantities

quality—qualities

2. When a verb ends in "y" preceded by a consonant, change the "y" to "i" and add "es" to form the third person singular of the verb. To form the past tense of the verb, change the "y" to "i" and add "ed."

fry—fries

bury—buried

cry—cries

carry—carried

3. When a word ends in "y" preceded by a vowel, form the plural by adding "s."

turkey—turkeys chimney—chimneys valley—valleys

4. When "y" is preceded by a consonant, change it to "i" before a suffix which does not begin with "i," as in business, readily, happiness, etc.

Retain "y" in such words as: hurrying, crying, flying, etc.

V. Treatment and use of the apostrophe

1. Put the apostrophe in the place of the absent letter or letters: aren't, don't, didn't, can't, I'll, etc.

2. Possessives of personal pronouns have no apostrophe, as: its, hers, ours, yours, etc.

VI. Irregular Plurals

Some words ending in "f" or "fe" form their plurals by changing the "f" or "fe" to "v" and adding "es."

half	—halves
knife	—knives
life	—lives
leaf	—leaves
calf	—calves
wife	—wives

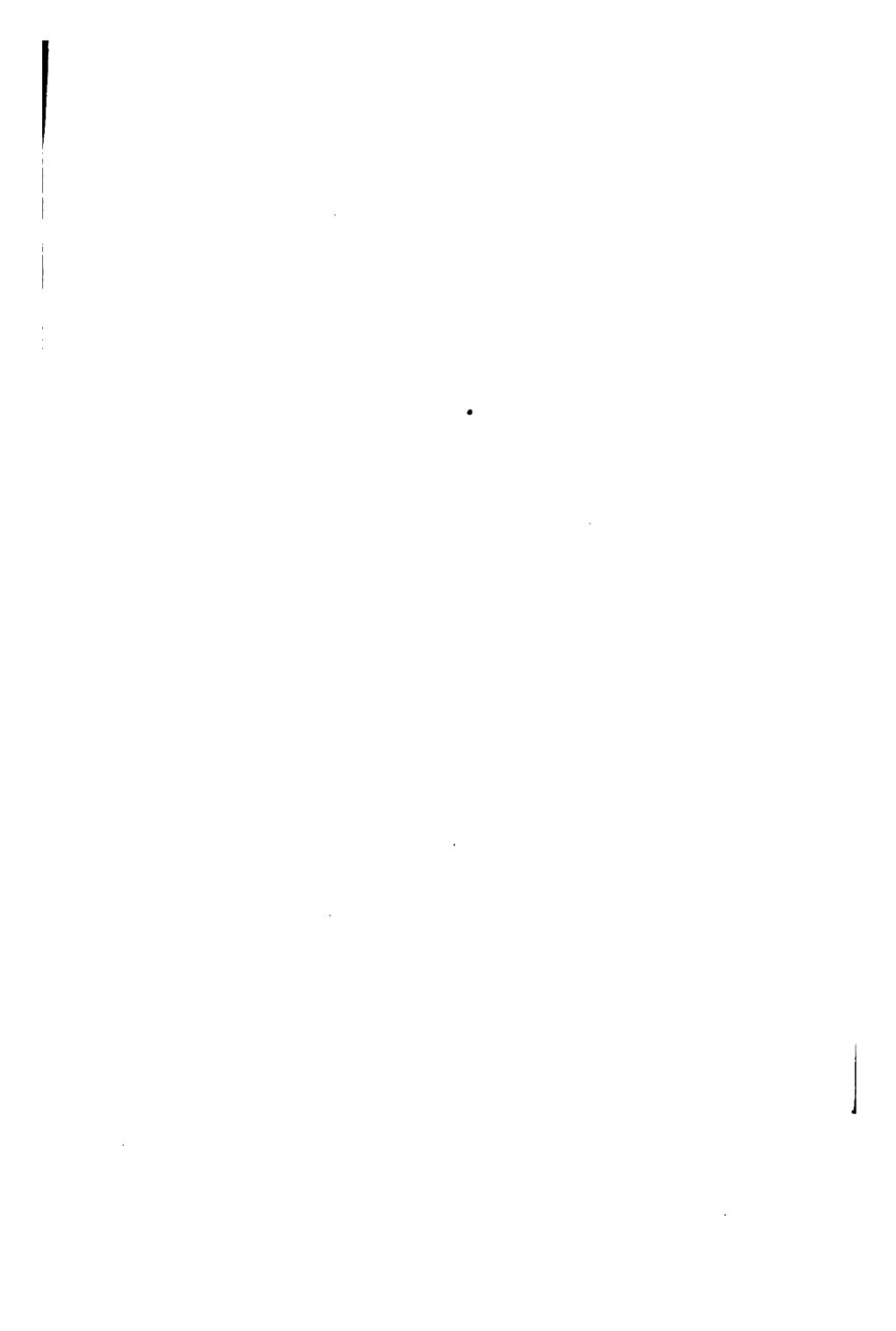
VII. Confusion of "ei" and "ie"

NOTE TO TEACHER:—Experimental evidence does not seem to show that this rule is very effective, but if it is taught, the following presentation is recommended.

Whenever "i" and "e" occur together in one syllable, and are pronounced as "ĕ" or "ě," it is always "i" before "e" except after "c" (see). When sounded like "ă" it is always "e" before "i." Some have used the following jingle to help fix the rule:

"i" before "e"
Except after "c"
Or when sounded like "ă"
As in neighbor or weigh.

Four of the words most commonly used in writing letters are exceptions to these rules: neither, leisure, foreign, height.



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